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# THE USE OF VISUAL COMIC STRIPS TO IMPROVING WRITING SKILL OF THE EIGHTH GRADE STUDENTS OF SMPN 4 PALU IN WRITING DESCRIPTIVE TEXT

Nurul Alfitasari[1], Anshari Syafar[2],Anjar Kusuma Dewi[3]

***ABSTRACT***

*The objective of this research is to find out the effectiveness of (VCS) Media to improve writing skill in the eighth grade students of SMP Negeri 4 Palu. This research employed quasi experimental design. It involved two classes: experimental and control class. The sample of this research was the eighth grade students, consisting of 59 students. This sample was chosen by using purposive sampling technique. The experimental group was given the treatment, while the control group was not. t-test was used to analyze data to compare the different of two set of mean score. The type of test was writing the descriptive text. The data were analysed that the value of the means score of the students of experimental class in pretest is 21.05 and posttest is 66.68, while the mean score of control class in pretest is 17.02 and posttest is 43.69. The further analysis, it's indicated that, the value t-observed is 4.93 greater than t-table 2.004. It means that the hypothesis of this research is accepted. In conclusion, the use of (VCS) to teach English has impact on the improvement of students' writing skill.*

*Keywords: Improving, Writing Skill, Visual Comic Strip.*

## INTRODUCTION

English is an international language therefore, it is important to understand and mater it. There are four skills that should be mastered such as, listening, speaking, reading, and writing. Listening and reading are receptive skills because learners do not need to produce language to do these, they receive and understand it.On the other hand, speaking and writing are productive skills becauselearners need to do these to produce language.

English Education Study Program, Tadulako University
nurulalfitasari@gmail.com

Writing skill becomes very important for students because it is essential activity for them in their future live. Therefore, the students need to practice it in order to have a good writing skill. Writing is the way of how to share ideas, feelings, thoughts, desires, and experiences to the reader in written form. Writing skill is the most difficult skill for the students. It is considered difficult because to have a good writing, they must able to develop the idea, organize the content of the text, choose the structure and lexical item and demonstrate appropriate spelling and punctuation in the text.

In writing, there are several genres of text in which it has main purpose. Base on K-13, the new curriculum in our country, the students of SMA/MA/SMK are required to be able to write different genres of text such as narrative, procedure, recount, descriptive, spoof, and report. Descriptive is kind of text about characteristic features of a particular thing that use to entertain readers. A descriptive text describes a person, a place or a thing. The generic structure of descriptive text is identification, description, and conclution. Itmeansthat,in writing descriptive text, the studentshave towrite thecharateristic reatures as much as they can.

In the preliminary observation, the researcher found that the students of SMP 4 Palu had problems when they deal with writing descriptive text. The teacher said that the students feel difficult to generate their ideas because they do not know how to start to write, including who is the main character, how to write the characteristic, how to write the physicalappearance of the character, and how to compose the ending of descriptive text. Besides, the students did not interested to learn because the lack of interesting media in teaching process.

To solve the students' problems, this research used VCS as medium in the instructional process. VCS is one of art work that can be media in learning writing skill. It has sequence of stories about characteristics, events in picture form which can be humorous and interested the readers. By using VCSmedia, the students

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nurulalfitasari@gmail.com

have to focus on composing a good descriptive text; they can write their own words to tell the characters of the comic.

Based on the background above, the researcher conducted this research at Grade VIII students of SMP Negeri 4 Palu by using VCS to improve the students' writing skill in descriptive text.

## METHODOLOGY

In this research, the researcher used quasi experimental research design. There were experimental and control group. In quasi experimental design, both groups were given pretest and posttest, but only the experimental group was given treatment. It was designed to implement an appropriate use of VCS media for eighth grade students of SMP Negeri 4 Palu to improve the students' skill in writing narrative text. The research design applies as proposed by Cohen L, Manion L, and Morrison K(2000:231) as follow:

$$\frac{\textbf{\textit{Experimental}}}{\textbf{\textit{Control}}} = \begin{array}{|ccc|}\hline O_1 & x & O_2 \\ \hdashline O_3 & & O_4 \\ \hline\end{array}$$

Where:

E : Experimental Group

C : Control Group

X : Treatment

$O_1$ : Pre-test for of experimental group

$O_2$ : Post-test for of experimental group

$O_3$ : Pre-test for of control group

$O_4$ : Post-test for of control group

"The population all individuals of interest to the researcher"Marczyk G, DeMatteo D, and Festinger D(2005: 305).The population of this research was Grade VIII students of SMP Negeri 4Palu. The students which group in 2 classes. The total population is 59 students.

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nurulalfitasari@gmail.com

Marczyk.G.et.al(2005:305) states that sample is a subset of population that can be representative of the population. It means that sample is the subject selected from the population to observe and analyze. The sample was taken by using purposive sampling technique because it was appropriate to the design of the research. Furthermore, the English teacher of SMP Negeri 4Palu recommended the researcher to conduct the research in these two classes because they had problems in learning English especially writing descriptive text.

Related to the topic, the researcher used two variables in this research. They were dependent and independent variables.Therefore, improving the skill in writing descriptive text is the dependent variable and visual comic strip is the independent variable of this research.

Instrument is a toolused by the researcher to collect data. In this research, the researcherusedtest to collect the data. The test consisted of pretest and posttest given to the experimental and the control group.Before the posttest,the treatment was given only for the experimental group.The criteria of scoring are adapted from Weigle (2009:117) as shown in the table below:

**Table 1**
**(The Scoring Rubric of writing)**

| No | Writing Component | Score | Explanation |
|---|---|---|---|
| **1** | **Grammar** | **3** | Almost no grammatical inaccuracies. |
| | | **2** | Some grammatical inaccuracies |
| | | **1** | Frequents grammatical inaccuracies |
| | | **0** | Almost all grammatical patterns inaccurate. |
| **2** | **Mechanics** | **3** | Almost no inaccuracies in punctuation and spelling. |
| | | **2** | Some inaccuracies in punctuation and spelling. |
| | | **1** | Low standard of accuracy in punctuation and spelling |
| | | **0** | Ignorance of conventions of punctuation and almost all spelling inaccurate. |
| **3** | **Organization** | **3** | Overall shape and internal pattern clear. Organizational skill adequetly controlled. |

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nurulalfitasari@gmail.com

| | | |
|---|---|---|
| | **2** | Some organizational skills in evidence but not adequately controlled. |
| | **1** | Very little organization of content. Underlying structure not sufficiently controlled. |
| | **0** | No apparent organization of content. |

***Adapted from Weigle (2009)***

Firstly, the researcher computed the individual score by using the formula stated by Arikunto (2006:240) as follows:

$$\sum = \frac{x}{n} \mathbf{x}\ 100$$

Where: $\sum$= Standard Score

X= Obtained Score

N= Maximum Score

Secondly, the researcher computed the mean score of the pretest and the posttest of the students of both groups by using the formula stated by Hatch and Farhady (1982:55) as follows:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{X}$= the mean score

$\sum$ X= the sum of each data

N = the sum of data

Thirdly, aftergettingthe meanscoreof both experimental and control groups, the researcher computed the mean score and standard deviation in order to find out the significant difference between the experimental and the control group. The researcher used the formula proposed byHatch &Farhady (1982:59):

*a.* The formula for experimental class $\mathbf{s} = \sqrt{\frac{\sum X^2}{N-1}}$

b. The formula for control class $\mathbf{s} = \sqrt{\frac{\sum Y^2}{N-1}}$

Where:

$\sum x^2 =$ Sum of square deviation of experimental class
$\sum y^2 =$ Sum of square deviation of control class
N = Number of Students
S = Square of deviation

Finally, to know if there was significant difference between the control class and the experimental class, the study computed the t-value byusing the formula proposed by Hatch and Farhady (1982:111):

$$\boldsymbol{t_{obs}} = \frac{\bar{X}_{e-}\ \bar{X}_c}{S\ (\bar{X}_{e-}\ \bar{X}_c)}$$

Where:

$t_{obs}$ = Significant result between experimental and control class
$\bar{X}_e$ = Mean score of experimental class
$\bar{X}_c$ =Mean score of control class
$S\ (\bar{X}_{e-}\ \bar{X}_c)$= Standard error of differences between means

**FINDINGS**

The researcher analyzed the data taken from the pretest and the posttest of the experimental and the control group in order to find out how the VCS improved the writing skill of the students.Before giving the treatment, the researcher administered a test (pretest) to measure the basic skill of eighth grade students of SMP 4 Palu in writing. The researcher conducted the preteston Thursday, February $12^{th}$ 2017 at 07.15 – 08.35 a.m to the experimental group andon wednesday, February $11^{th}$ 2017 at 10.25 – 11.45 a.m to the control group.The researcher computed the result score of the pretest as can be seen in table 2.

**Table 2**

**Pretest Scores of the Students in Experimental Group**

| NO. | Initial Name | Writing Component | | | Raw Score | Total Score |
|---|---|---|---|---|---|---|
| | | Grammar (3-0) | Mechanics (3-0) | Organization (3-0) | | |
| 1 | APY | 1 | 0 | 1 | 2 | 22.2 |
| 2 | AAM | 0 | 1 | 0 | 1 | 11.1 |
| 3 | AR | 1 | 0 | 1 | 2 | 22.2 |
| 4 | ABS | 2 | 1 | 2 | 5 | 55.6 |
| 5 | CRM | 0 | 1 | 0 | 1 | 11.1 |
| 6 | DR | 0 | 0 | 1 | 1 | 11.1 |
| 7 | F | 0 | 0 | 1 | 1 | 11.1 |
| 8 | IPD | 2 | 1 | 2 | 5 | 55.6 |
| 9 | MA | 0 | 1 | 0 | 1 | 11.1 |
| 10 | MNF | 1 | 0 | 1 | 2 | 22.2 |
| 11 | MPR | 1 | 0 | 1 | 2 | 22.2 |
| 12 | MRR | 0 | 0 | 1 | 1 | 11.1 |
| 13 | MSR | 0 | 0 | 1 | 1 | 11.1 |
| 14 | MFN | 2 | 1 | 1 | 4 | 44.4 |
| 15 | MFL | 1 | 0 | 1 | 2 | 22.2 |
| 16 | MF | 0 | 0 | 1 | 1 | 11.1 |
| 17 | AL | 0 | 1 | 3 | 4 | 44.4 |
| 18 | AP | 1 | 1 | 0 | 2 | 22.2 |
| 19 | AG | 0 | 1 | 0 | 1 | 11.1 |
| 20 | CA | 0 | 1 | 1 | 2 | 22.2 |
| 21 | JH | 0 | 1 | 0 | 1 | 11.1 |
| 22 | LC | 0 | 1 | 0 | 1 | 11.1 |
| 23 | NQ | 1 | 1 | 0 | 2 | 22.2 |
| 24 | NS | 0 | 0 | 1 | 1 | 11.1 |
| 25 | RA | 0 | 0 | 1 | 1 | 11.1 |
| 26 | SW | 0 | 0 | 1 | 1 | 11.1 |
| 27 | SA | 1 | 0 | 1 | 2 | 22.2 |
| 28 | VD | 0 | 1 | 2 | 3 | 33.3 |
| 29 | VR | 1 | 0 | 1 | 2 | 22.2 |
| | **Total Score** | | | | **∑Y1= 610.7** | |
| | **Mean score** | | | | | **21.05** |
| | **Max Score** | | | | | **55.6** |
| | **Min Score** | | | | | **11.1** |
| | **Median** | | | | | **22.2** |
| | **Mode** | | | | | **11.1** |

**Table 3**

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nurulalfitasari@gmail.com

**Pretest Scores of the Students in Control Class**

| No. | Initial Name | Writing Component | | | Raw Score | Total Score |
|---|---|---|---|---|---|---|
| | | Grammar (3-0) | Mechanics (3-0) | Organization (3-0) | | |
| 1 | AMN | 0 | 0 | 1 | 1 | 11.1 |
| 2 | ANS | 0 | 1 | 0 | 1 | 11.1 |
| 3 | ADS | 0 | 0 | 1 | 1 | 11.1 |
| 4 | AA | 0 | 1 | 1 | 2 | 22.2 |
| 5 | A | 1 | 1 | 1 | 3 | 33.3 |
| 6 | A | 0 | 0 | 1 | 1 | 11.1 |
| 7 | FN | 0 | 0 | 1 | 1 | 11.1 |
| 8 | IH | 1 | 0 | 1 | 2 | 22.2 |
| 9 | MR | 0 | 0 | 1 | 1 | 11.1 |
| 10 | MR | 0 | 0 | 1 | 1 | 11.1 |
| 11 | MH | 0 | 0 | 1 | 1 | 11.1 |
| 12 | J | 1 | 0 | 1 | 2 | 22.2 |
| 13 | MR | 0 | 0 | 1 | 1 | 11.1 |
| 14 | NM | 0 | 0 | 1 | 1 | 11.1 |
| 15 | VA | 0 | 0 | 1 | 1 | 11.1 |
| 16 | VSY | 0 | 0 | 1 | 1 | 11.1 |
| 17 | AD | 1 | 1 | 0 | 2 | 22.2 |
| 18 | DM | 0 | 1 | 1 | 2 | 22.2 |
| 19 | IMR | 1 | 0 | 0 | 1 | 11.1 |
| 20 | IVR | 1 | 2 | 1 | 4 | 44.4 |
| 21 | IW | 1 | 0 | 1 | 2 | 22.2 |
| 22 | IM | 1 | 1 | 1 | 3 | 33.3 |
| 23 | KP | 1 | 0 | 1 | 2 | 22.2 |
| 24 | MI | 1 | 0 | 0 | 1 | 11.1 |
| 25 | NMU | 0 | 0 | 1 | 1 | 11.1 |
| 26 | NA | 2 | 0 | 0 | 2 | 22.2 |
| 27 | NS | 1 | 0 | 1 | 2 | 22.2 |
| 28 | UK | 0 | 0 | 1 | 1 | 11.1 |
| 29 | WW | 0 | 0 | 1 | 1 | 11.1 |
| 30 | AR | 1 | 0 | 0 | 1 | 11.1 |
| | **Total Score** | | | | **∑Y1= 510.6** | |
| | **Mean score** | | | | | **17.02** |
| | **Max Score** | | | | | **44.4** |
| | **Min Score** | | | | | **11.1** |
| | **Median** | | | | | **11.1** |
| | **Mode** | | | | | **11.1** |

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nurulalfitasari@gmail.com

Based on the table 3 and 4, the students score in pretest of experimental and control class. It can be analyzed that the maximum score of pretest of experimental class is 55.6 and the minimum score is 11.1, while the maximum score of pretest of control class is 44.4 and the minimum score is 11.1.After calculating the total score, this study computed the mean score of pretest of the experimental and control class below:

$$\bar{X} = \frac{\sum X1}{N} \qquad \bar{Y} = \frac{\sum Y1}{N}$$

$$\bar{X} = \frac{610.7}{29} \qquad \bar{Y} = \frac{510.6}{30}$$

$$\bar{X} = 21.05 \qquad \bar{Y} = 17.02$$

Based on the table 4, it can be known the students score in posttest of experimental class. It can be seen that the maximum score of posttest is 88.9 and the minimum score is 44.4.After calculating the total score, the study computed the mean score of posttest of experimental group by using formula that proposed by (Hatch &Farhady1982:55) as follows:

$$\bar{X} = \frac{\sum X2}{N}$$

$$\bar{X} = \frac{1933.9}{29}$$

$$\bar{X} = 66.68$$

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nurulalfitasari@gmail.com

**Table 4**
**Posttest Scores of the Students in Experimental Group**

| No. | Initial Name | Writing Component | | | Raw Score | Total Score ($X_2$) |
|---|---|---|---|---|---|---|
| | | Grammar (3-0) | Mechanics (3-0) | Organization (3-0) | | |
| 1 | APY | 2 | 2 | 3 | 7 | 77.8 |
| 2 | AAM | 2 | 2 | 2 | 6 | 66.7 |
| 3 | AR | 2 | 2 | 3 | 7 | 77.8 |
| 4 | ABS | 3 | 2 | 3 | 8 | 88.9 |
| 5 | CRM | 1 | 2 | 2 | 5 | 55.6 |
| 6 | DR | 1 | 2 | 1 | 4 | 44.4 |
| 7 | F | 1 | 2 | 3 | 6 | 66.7 |
| 8 | IPD | 2 | 3 | 2 | 7 | 77.8 |
| 9 | MA | 2 | 1 | 2 | 5 | 55.6 |
| 10 | MNF | 1 | 2 | 1 | 4 | 44.4 |
| 11 | MPR | 2 | 2 | 1 | 5 | 55.6 |
| 12 | MRR | 1 | 2 | 2 | 5 | 55.6 |
| 13 | MSR | 1 | 2 | 1 | 4 | 44.4 |
| 14 | MFN | 2 | 2 | 2 | 6 | 66.7 |
| 15 | MFL | 1 | 1 | 2 | 4 | 44.4 |
| 16 | MF | 2 | 1 | 2 | 5 | 55.6 |
| 17 | AL | 1 | 3 | 2 | 6 | 66.7 |
| 18 | AP | 2 | 2 | 3 | 7 | 77.8 |
| 19 | AG | 2 | 3 | 2 | 7 | 77.8 |
| 20 | CA | 2 | 2 | 3 | 7 | 77.8 |
| 21 | JH | 2 | 3 | 3 | 8 | 88.9 |
| 22 | LC | 2 | 3 | 3 | 8 | 88.9 |
| 23 | NQ | 1 | 2 | 3 | 6 | 66.7 |
| 24 | NS | 2 | 2 | 2 | 6 | 66.7 |
| 25 | RA | 2 | 2 | 3 | 7 | 77.8 |
| 26 | SW | 2 | 2 | 3 | 7 | 77.8 |
| 27 | SA | 1 | 2 | 3 | 6 | 66.7 |
| 28 | VD | 1 | 2 | 2 | 5 | 55.6 |
| 29 | VR | 1 | 2 | 3 | 6 | 66.7 |
| **Total Score** | | | | | **$\sum X_2$=1933.9** | |
| **Mean score** | | | | | | **66.68** |
| **Max Score** | | | | | | **88.9** |
| **Min Score** | | | | | | **44.4** |
| **Median** | | | | | | **66.7** |
| **Mode** | | | | | | **77.8** |

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nurulalfitasari@gmail.com

**Table 5**
**Posttest Scores of the Students in ControlGroup**

| No. | Initial Name | Writing Component | | | Raw Score | Total Score $Y_2$ |
|---|---|---|---|---|---|---|
| | | Grammar (3-0) | Mechanics (3-0) | Organization (3-0) | | |
| 1 | AMN | 1 | 3 | 2 | 6 | 66.7 |
| 2 | ANS | 2 | 1 | 2 | 5 | 55.6 |
| 3 | ADS | 1 | 2 | 1 | 4 | 44.4 |
| 4 | AA | 1 | 1 | 0 | 2 | 22.2 |
| 5 | A | 2 | 1 | 2 | 5 | 55.6 |
| 6 | A | 2 | 2 | 1 | 5 | 55.6 |
| 7 | FN | 2 | 1 | 1 | 4 | 44.4 |
| 8 | IH | 1 | 1 | 0 | 2 | 22.2 |
| 9 | MR | 1 | 2 | 1 | 4 | 44.4 |
| 10 | MR | 0 | 1 | 1 | 2 | 22.2 |
| 11 | MH | 2 | 2 | 3 | 7 | 77.8 |
| 12 | J | 2 | 2 | 2 | 6 | 66.7 |
| 13 | MR | 1 | 1 | 2 | 4 | 44.4 |
| 14 | NM | 1 | 1 | 1 | 3 | 33.3 |
| 15 | VA | 0 | 1 | 0 | 1 | 11.1 |
| 16 | VSY | 1 | 1 | 1 | 3 | 33.3 |
| 17 | AD | 2 | 2 | 2 | 6 | 66.7 |
| 18 | DM | 2 | 2 | 1 | 5 | 55.6 |
| 19 | IMR | 0 | 0 | 1 | 1 | 11.1 |
| 20 | IVR | 1 | 1 | 2 | 4 | 44.4 |
| 21 | IW | 1 | 1 | 1 | 3 | 33.3 |
| 22 | IM | 2 | 2 | 2 | 6 | 66.7 |
| 23 | KP | 2 | 2 | 2 | 6 | 66.7 |
| 24 | MI | 1 | 1 | 0 | 2 | 22.2 |
| 25 | NMU | 2 | 2 | 2 | 6 | 66.7 |
| 26 | NA | 1 | 2 | 1 | 4 | 44.4 |
| 27 | NS | 1 | 2 | 1 | 4 | 44.4 |
| 28 | UK | 1 | 1 | 1 | 3 | 33.3 |
| 29 | WW | 1 | 2 | 1 | 4 | 44.4 |
| 30 | AR | 0 | 1 | 0 | 1 | 11.1 |
| | **Total Score** | | | | **$\sum x_2$=1310.9** | |
| | **Mean score** | | | | | **43.69** |
| | **Max Score** | | | | | **77.8** |
| | **Min Score** | | | | | **11.1** |
| | **Median** | | | | | **44.4** |
| | **Mode** | | | | | **44.4** |

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nurulalfitasari@gmail.com

Based on the table 5, it can be known the maximum score of posttest is 77,8 and the minimum score is 11.1. After calculating the total score, the researcher computed the mean score of posttest of the control class by using formula that proposed (Hatch &Farhady1982:55) as follows:

$$My = \frac{\sum Y_2}{N}$$

$$My = \frac{1310.9}{29}$$

$$My = 43.69$$

**Table 6**
**Square Deviation of Pretest and Posttest in Experimental Class**

| No | Initial Name | Pretest ($x_1$) | Posttest ($x_2$) | $X_2 - X_1$ | $X^2$ |
|---|---|---|---|---|---|
| | | Students' score | Students' score | X | |
| 1 | APY | 22.2 | 77.8 | 55.6 | 3091.36 |
| 2 | AAM | 11.1 | 66.7 | 55.6 | 3091.36 |
| 3 | AR | 22.2 | 77.8 | 55.6 | 3091.36 |
| 4 | ABS | 55.6 | 88.9 | 33.3 | 1108.89 |
| 5 | CRM | 11.1 | 55.6 | 44.5 | 1980.25 |
| 6 | DR | 11.1 | 44.4 | 33.3 | 1108.89 |
| 7 | F | 11.1 | 66.7 | 55.6 | 3091.36 |
| 8 | IPD | 55.6 | 77.8 | 22.2 | 492.84 |
| 9 | MA | 11.1 | 55.6 | 44.5 | 1980.25 |
| 10 | MNF | 22.2 | 44.4 | 22.2 | 492.84 |
| 11 | MPR | 22.2 | 55.6 | 33.4 | 1115.56 |
| 12 | MRR | 11.1 | 55.6 | 44.5 | 1980.25 |
| 13 | MSR | 11.1 | 44.4 | 33.3 | 1108.89 |
| 14 | MFN | 44.4 | 66.7 | 22.3 | 497.29 |
| 15 | MFL | 22.2 | 44.4 | 22.2 | 492.84 |
| 16 | MF | 11.1 | 55.6 | 44.5 | 1980.25 |
| 17 | AL | 44.4 | 66.7 | 22.3 | 497.29 |
| 18 | AP | 22.2 | 77.8 | 55.6 | 3091.36 |
| 19 | AG | 11.1 | 77.8 | 66.7 | 4448.89 |
| 20 | CA | 22.2 | 77.8 | 55.6 | 3091.36 |
| 21 | JH | 11.1 | 88.9 | 77.8 | 6052.84 |
| 22 | LC | 11.1 | 88.9 | 77.8 | 6052.84 |
| 23 | NQ | 22.2 | 66.7 | 44.5 | 1980.25 |
| 24 | NS | 11.1 | 66.7 | 55.6 | 3091.36 |
| 25 | RA | 11.1 | 77.8 | 66.7 | 4448.89 |
| 26 | SW | 11.1 | 77.8 | 66.7 | 4448.89 |
| 27 | SA | 22.2 | 66.7 | 44.5 | 1980.25 |
| 28 | VD | 33.3 | 55.6 | 22.3 | 497.29 |
| 29 | VR | 22.2 | 66.7 | 44.5 | 1980.25 |
| **TOTAL SCORE** | | **610.7** | **1933.9** | **$\sum x$=1323.2** | **$\sum x^2$=68366.24** |

By looking at the table, it can be concluded that in the experimental class. It can be seen that the highest deviation (X) score is 77.8, while the highest square deviation ($X^2$) is 6052.84 To get the deviation between pretest **($x_1$)**posttest **($x_2$),** the score in posttest was deducted by the score in pretest **($x_2$–$x_1$).** So, the total of deviation ∑X is 1323.2andthe total of square deviation $\sum x^2$ is 68366.24.

**Table 7**
**Square Deviation of Pretest and Posttest in Control Class**

| No | Initial Name | Pretest ($\gamma_1$) Students' score | Posttest ($\gamma_2$) Students' score | $\gamma_2$- $\gamma_1$ Γ | $\gamma^2$ |
|---|---|---|---|---|---|
| 1 | AMN | 11.1 | 66.7 | 55.6 | 3091.36 |
| 2 | ANS | 11.1 | 55.6 | 44.5 | 1980.25 |
| 3 | ADS | 11.1 | 44.4 | 33.3 | 1108.89 |
| 4 | AA | 22.2 | 22.2 | 0 | 0 |
| 5 | A | 33.3 | 55.6 | 22.3 | 497.29 |
| 6 | A | 11.1 | 55.6 | 44.5 | 1980.25 |
| 7 | FN | 11.1 | 44.4 | 33.3 | 1108.89 |
| 8 | IH | 22.2 | 22.2 | 0 | 0 |
| 9 | MR | 11.1 | 44.4 | 33.3 | 1108.89 |
| 10 | MR | 11.1 | 22.2 | 11.1 | 123.21 |
| 11 | MH | 11.1 | 77.8 | 66.7 | 4448.89 |
| 12 | J | 22.2 | 66.7 | 44.5 | 1980.25 |
| 13 | MR | 11.1 | 44.4 | 33.3 | 1108.89 |
| 14 | NM | 11.1 | 33.3 | 22.2 | 492.84 |
| 15 | VA | 11.1 | 11.1 | 0 | 0 |
| 16 | VSY | 11.1 | 33.3 | 22.2 | 492.84 |
| 17 | AD | 22.2 | 66.7 | 44.5 | 1980.25 |
| 18 | DM | 22.2 | 55.6 | 33.4 | 1115.56 |
| 19 | IMR | 11.1 | 11.1 | 0 | 0 |
| 20 | IVR | 44.4 | 44.4 | 0 | 0 |
| 21 | IW | 22.2 | 33.3 | 11.1 | 123.21 |
| 22 | IM | 33.3 | 66.7 | 33.4 | 1115.56 |
| 23 | KP | 22.2 | 66.7 | 44.5 | 1980.25 |
| 24 | MI | 11.1 | 22.2 | 11.1 | 123.21 |
| 25 | NMU | 11.1 | 66.7 | 55.6 | 3091.36 |
| 26 | NA | 22.2 | 44.4 | 22.2 | 492.84 |
| 27 | NS | 22.2 | 44.4 | 22.2 | 492.84 |
| 28 | UK | 11.1 | 33.3 | 22.2 | 492.84 |
| 29 | WW | 11.1 | 44.4 | 33.3 | 1108.89 |
| 30 | AR | 11.1 | 11.1 | 0 | 0 |
| **TOTAL SCORE** | | **510.6** | **1310.9** | **∑γ=800.3** | **∑$\gamma^2$=31639.55** |

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nurulalfitasari@gmail.com

By looking at the table, the highest deviation of control group is 66.7, and the square deviation is 4448.89. After that, the score in posttest is deducted by the score in pretest **($\gamma_2$- $\gamma_1$)**. The total of deviation $\sum\gamma$ is 800.3 and the total square deviation $\sum\gamma^2$ is 31639.55.

After obtaining the deviation score,the data were counted the sum of square deviation both of the classes. The experimental and control class by using formula:

$$\sum x^2 = \sum x^2 - \left(\frac{(\sum x)^2}{N}\right)$$

$$= 68366.24 - \left(\frac{(1323.2)^2}{29}\right)$$

$$= 68366.24 - \left(\frac{1750858.24}{29}\right)$$

$$= 68366.24 - 60374.42$$

$$\sum x^2 = 7991.82$$

$$\sum y^2 = \sum y^2 - \left(\frac{(\sum y)^2}{N}\right)$$

$$= 31639.55 - \left(\frac{(800.3)^2}{30}\right)$$

$$= 31639.55 - \left(\frac{640480.09}{30}\right)$$

$$= 31639.55 - 21349.33$$

$$\sum y^2 = 10290.22$$

After that, the study counted the standard deviation of experimental class and control class as shown below:

$$S_e = \sqrt{\frac{\sum x^2}{N-1}}$$

$$= \sqrt{\frac{7991.82}{29-1}}$$

$$= \sqrt{\frac{7991.82}{28}}$$

$$= \sqrt{285.42}$$

$$= 16.89$$

$$S_e = \sqrt{\frac{\sum x^2}{N-1}}$$

$$= \sqrt{\frac{10290.22}{30-1}}$$

$$= \sqrt{\frac{10290.22}{29}}$$

$$= \sqrt{354.83}$$

$$= 18.83$$

English Education Study Program, Tadulako University
nurulalfitasari@gmail.com

Next, to get the **t-$_{obs}$**the study calculated the standard error first by using the formula:

$$\mathbf{S}\ \bar{x}_y - \bar{x}_x = \sqrt{\left(\frac{s_e}{\sqrt{n_1}}\right)^2 + \left(\frac{s_c}{\sqrt{n_2}}\right)^2}$$

$$= \sqrt{\left(\frac{19.89}{\sqrt{29}}\right)^2 + \left(\frac{18.83}{\sqrt{30}}\right)^2}$$

$$= \sqrt{\left(\frac{19.89}{5{,}38}\right)^2 + \left(\frac{18.83}{5.48}\right)^2}$$

$$= \sqrt{3.14^2 + 3.44^2}$$

$$= \sqrt{9.86 + 11.83}$$

$$= \sqrt{21.69}$$

$$= \mathbf{4.66}$$

Furthermore, the study computed the t-$_{obs}$to know the significant difference between the experimental class and the control class. The computation was as follow:

$$\mathbf{t_{obs}} = \frac{\bar{X}_e - \bar{Y}_c}{s\ (\bar{x}_e - \bar{x}_c)}$$

$$= \frac{66.68 - 43.69}{4.78}$$

$$= \frac{22.99}{4.66}$$

$$= \mathbf{4.93}$$

**DISCUSSION**

In this research, the researcher used quasi-experimental research design by having experimental and a control group. Both groups were chosen by purposive sampling technique. VIII SIRSAK was the experimental group while VIII JERUK was the control group.The pretest was given to the experimental group and control group in the different days. The experimental group was given pretest onFebruary12$^{th}$ 2017 before starting the treatment while control group was given

English Education Study Program, Tadulako University
nurulalfitasari@gmail.com

pretestFebruary 11th 2017. The students were assigned to write Descriptive text about characters on "The Cuisine of Grandma" VCS.

After doing the pretest, the researcher gave treatments to the experimental group for eight times. Starting from the first until the eight meeting, the researcher asked the students to read the VCS. Thus, the students get familiar with characters on VCS.

There are many definitions of VCS stated by several experts.Monnin (2014:1)states "Comic stripe is short form sequential art, often humorousand typically found in newspapers or as online "web comics."

Moreover, Drolet(2010) states "the use of comic as reading material for ESL students and found that they help English language learners with both reading and writing".So,comic is one of art workthat can be media in learning writing skill. It has sequence of stories about characteristics, events in picture form which can be humorous and interested the readers.

After conducting the treatment, the researcher gave posttest to both groups. The result of the posttest of the experimental group was better than the result of the pretest. Most students have understood about how to make a descritive text.Besides, the students could be active, happy and enjoy in learning process, the media was guided the students to generate their idea about writing. The students didn't feel difficult to generate their ideas more, they used grammatical sentences, and they were good of vocabulary mastery.The researcher computed the result of the posttest of both groups. The mean score of the experimental group is 66.68 and the control group is 43.69. There has been an improvement of the experimental group (45.63). It has risenup from 21.05 to 66.68. By looking at the improvement, the researcher concludes that VCS is effective in improving the students' writing skill indescriptive text.

There are fourstudies that have conducted research regarding writing and comic media previously. Two of these studies was written by Afiyusma (2014) the research was about "Using comic strips to improve the eighth grade students' narrative writing ability in SMP 1 Pandak". The second study was conducted by

English Education Study Program, Tadulako University
nurulalfitasari@gmail.com

Fauzi(2015) that the title was “using comic strips to improve the writing learning process of the eighth grade students of SMPN 2 Padangan, Bojonegoro”. The result of both research show that students’ writing skill can be improved by using comic media.

## CONCLUSION AND SUGGESTIONS

After conducting the treatment for eight meetings, the result shows that VCS media is effective and has provided significant effect to improve the students’ writing skill in descriptive text.Based on the testing hypothesis, it shows that the t-observed (4.93) is higher than t-table (2.004). It means that the research hypothesis is accepted. It indicates that the students’ skill in writing descriptive text has improved through VCS media.

After getting the result of this research and providing conclusion, the researcher would like to provide some suggestions. First,English teachers should apply an interesting media that makes the students understand the material and enjoy the learning process. One of the media is VCS. Second, student can learn about writing because writing is the most difficult skill in English and they should feel free to ask teachers about the materials.

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English Education Study Program, Tadulako University
nurulalfitasari@gmail.com

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English Education Study Program, Tadulako University
nurulalfitasari@gmail.com